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The Ohio State Lantern.

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**The
Ohio State University
Bulletin**

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**MAKING A COLLEGE
NEWSPAPER**



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Monograph

THE OHIO STATE UNIVERSITY

The Ohio State University, located at Columbus, forms a part of the public educational facilities maintained by the State. It comprises seven colleges and a graduate school:

The College of Agriculture,
The College of Arts, Philosophy and Science,
The College of Education,
The College of Engineering,
The College of Law,
The College of Pharmacy,
The College of Veterinary Medicine,
The Graduate School.

The courses in Journalism, to which this bulletin is devoted, are offered in the College of Arts, Philosophy and Science.

Correspondence in regard to these courses should be addressed to H. F. Harrington, State University, Columbus, Ohio.

[NOTE—The University publishes a bulletin descriptive of each College. Copies may be obtained by addressing W. E. Mann, University Editor, Columbus, Ohio, and stating the college in which the writer is interested.]

D. OF D.
JUN 11 1913

TRAINING FOR JOURNALISM

INSTRUCTORS

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 JOSEPH VILLIERS DENNEY, M. A.,... Dean

ENGLISH

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 JOSEPH R. TAYLOR, M. A.,... Professor
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 CHARLES C. HUNTINGTON, M. A., ... Assistant Professor
 HENRY F. WALRADT, Ph. D., ... Assistant Professor

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GEORGE W. KNIGHT, Ph. D., ... Professor
 HOMER C. HOCKETT, B. L., ... Associate Professor
 ARTHUR M. SCHLESINGER, Ph. D.,... Instructor

EUROPEAN HISTORY

WILBUR H. SIRBERT, M. A.,... Professor
 EDGAR H. MCNEAL, Ph. D.,... Associate Professor
 CLARENCE PERKINS, Ph. D.,... Assistant Professor

POLITICAL SCIENCE

HENRY R. SPENCER, Ph. D., Professor
FRANCIS W. COKER, Ph. D., Assistant Professor

CORRELATED DEPARTMENTS

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Latin

JOSIAH R. SMITH, A. M., Professor
Greek

BENJAMIN L. BOWEN, Ph. D., Professor
Romance Languages

M. BLAKEMORE EVANS, Ph. D., Professor
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DAVID R. MAJOR, Ph. D., Professor
Psychology

JOSEPH A. LEIGHTON, Ph. D., Professor
Philosophy



Every Wednesday the Ohio State Lantern "comes out."

That is all most people know about what is considered the largest and the best edited weekly college newspaper in the United States.

So does honey come to the breakfast table and many do not think of the busy hive where it is manufactured with all the care and system possible.

The Lantern staff and the students of journalism at the Ohio State University are just as busy and just as systematic in their work as any other kind of hive. Twice a week they swarm. On Wednesday afternoon they gather about the great King Bee, the editor-in-chief, and from the following Saturday to Monday midnight, they bring their findings to him, in the form of news gathered from every corner of the campus.

Wednesday, the Lantern "comes out." That's all. But listen—try to find a lecture given on the campus or even in Columbus which is concerned with a university interest, where a Lantern reporter is not present. Look for a department of the teaching force which is not visited once a week by a Lantern reporter. Inquire for a student who holds a big office within a student body, who is not quizzed concerning "things doing" every few days by a Lantern reporter. Loiter around the Greek rooms, the machine shops, the cattle barns, the Library corridors, the domestic science kitchens, the campus spring, the President's office, the chemistry "labs," or the Law steps, and see how long it will be until a Lantern reporter or a journalism student comes along.

Do this, and then you may understand the workings of the news corps which rakes, runs, snoops, 'phones, questions, and gets the news of the University.



STAFF OF THE OHIO STATE LANTERN.

DR. KIEFF
CHIEF OF STAFF

The editor-in-chief keeps an assignment book. At the general staff meeting on Wednesday afternoon he gives his reporters definite work. Each has as much as he can "cover," often more. Besides the regular assignments, each reporter is expected to bring in all other stories he can find. If he "falls down" on a story, woe betide him, for the Lantern editor is a hard taskmaster. Dozens of students in the journalism classes strive to get on the Lantern staff, and those whom the editor picks, with the approval of the instructor in journalism, must "make good." Usually they do. Sometimes—

Monday is the big day. Then the "copy" comes flooding in. Editorial "copy" has been read Saturday, and sent to the printer. But Monday is the day of the last call for stories.

About a big table in a journalism room sits the advanced class in editing. At the head is the editor, wielding a big black pencil over the pile of "copy" beneath. He glances at a piece of "copy." "Too long," he decides. "Cut $\frac{1}{2}$. C-head" is scribbled at the top of the first sheet.

A student copy-reader edits the "copy" carefully. Each word is scanned and punctuation is placed. The unnecessary part is cut, the head is written and the "copy" goes back to the editor. He reads it again and puts it "on the hook" for the linotype man.

Heads must contain the most striking feature of the story. They must also be uniform. Only a certain number of letters is allowed in a line. The "bank," beneath the main lines of the head, must be carefully written. A dozen styles of heads, single column, double column, light face, and display type are known to Lantern copy-readers by letters. "C-head" is a definite name.

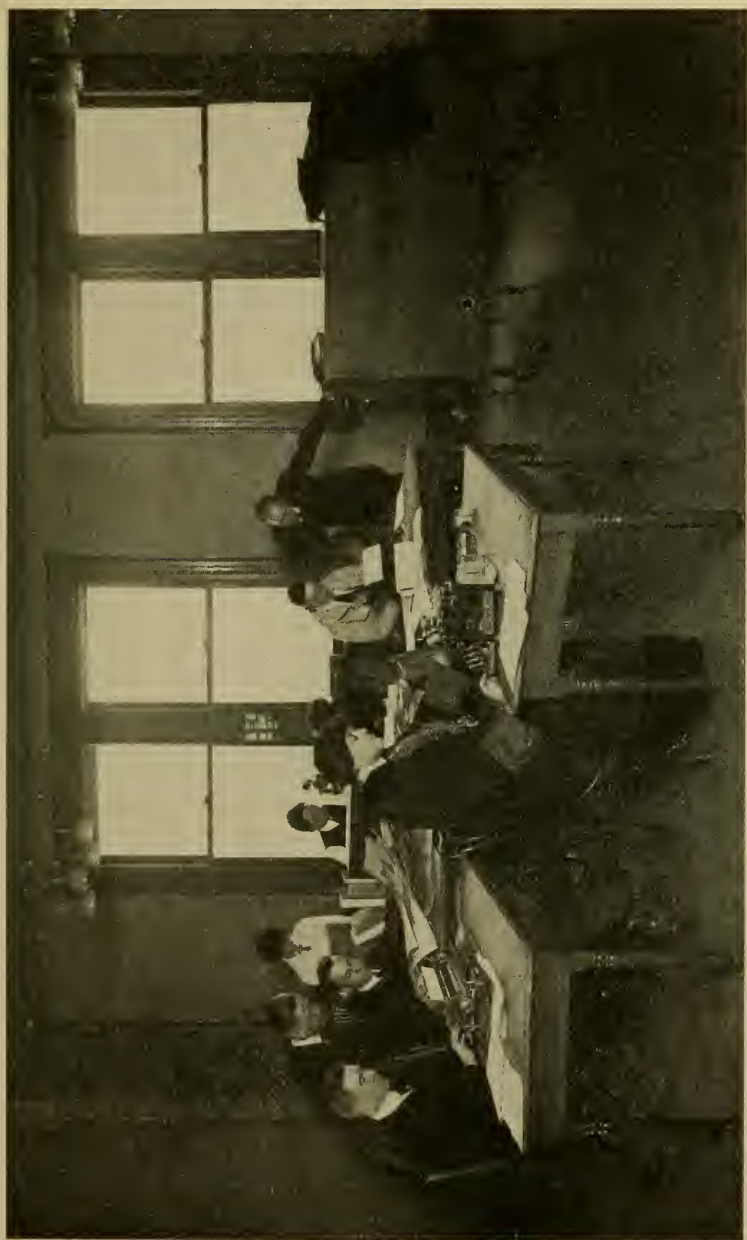
Likewise there are styles of writing news on which the editor insists. Few stories begin with "a" or "the." The

"lead," or first sentence or paragraph of a story, must contain the most striking, the newest phase of the piece of news. "Get the story hot, hit it right off the bat," are the instructions to news writers. Proof is read by students. Expert proof-readers are scarce.

All through Monday night the boys work at the downtown office of the paper. Late stories must be written, edited, heads placed, proof read, and often it is dawn before the last student newspaper man takes an owl car for the campus neighborhood. And yet it is fascinating work that develops enthusiasm and efficiency.

Tuesday is "make-up" day. Then the paper is put together. It is much like a puzzle. The make-up of the front page is most important, for here heads must be "balanced" with other heads, cuts placed where they will show best, and hunks, often literally, are cut out of stories to make them fit, and not run over to another page. Similar care is taken on the inside pages, though these are less important. The editor-in-chief or one of his assistant editors "makes up," for it takes a man with quick judgment and practised eye to direct the printers as they dart back and forth between the "dummy" tables and the "make-up forms," obeying instructions.

Then—a breathing spell, and Wednesday the Lantern is in the hands of subscribers. On the same afternoon the staff meets to hear the instructor in journalism criticise the paper for the week—stories, make-up, proof-reading, style everything pertaining to the fine points of newspaper building. Again the assignments for next week, again the scooting about the campus, again the editor's scrutiny, again Monday night, always the system. Thus the Lantern "comes out."



PREPARING "COPY" FOR THE PAPER.

THE COLLEGE AND
THE OFFICE

This is the free and easy story of how things are done in the advanced course—catalogued as Newspaper Practise—at the Ohio State University, where opportunity is given to apply classroom theory to newspaper making. That the product produced compares favorably with metropolitan papers is the testimony of editors who know. The *National Printer-Journalist*, in a recent issue commends the make-up, newspaper style and structure of news-stories printed in the Lantern, and says that it is as good as any reputable city paper.

Such commendation, perhaps, is sufficient proof of the worth of college training in journalism. It must be understood, however, that the University *prepares* for journalism; it does not graduate finished editors and reporters, nor does it attempt to do so.

“Of course, no school can make a great editor, a great war correspondent or a ‘star’ reporter any more than it can make a Millet, a Lorenzo or a Henry Ward Beecher,” remarks the *New York World*. “But it can teach the right methods which the genius and the clod alike must observe; it can give protection against ignorant blunders, and it can show how to make use of the sources of accurate information. It is the function of a technical school to enable its graduates to handle the tools of their profession with correctness and facility—for force and originality, they must depend upon themselves.”

Such preparation is not a matter of comfortable philosophy. Just as medical schools have made their teaching practical at the bed-side of the patient, just as sociology, psychology, pedagogy, chemistry, agriculture and what not are taught by the laboratory method, just so is journalism instructing its young aspirants in its work-a-day problems

under the direction of instructors who unite practical newspaper training with class-room experience.

At Ohio State University, the campus, the city and the print-shop are the laboratories. Students are taught where to look for news, how to write it, how to get it ready for publication. All of them are required to accomplish certain tasks in the making of the college paper. One day a student may be called upon to interview a man of affairs or to report an address; at another time to "edit" copy, write headlines, "make-up" the paper for the day, or work out a difficult editorial topic. Almost every phase of the newspaper business is touched in the six courses that are offered in journalism. In addition to the more practical assignments, classes meet to consider the organization of the newspaper and for the discussion of the manifold problems of the editorial chair, of news gathering associations, syndicates, and the like.

Real newspapers are studied in their relation to the events of the day. Building of headlines to bring out the gist of the "story" and contrasting methods of news presentation and editorial comment are given critical attention and study. An attempt is constantly made to render the student more widely conversant with the hidden currents that control the American press. Students' articles are carefully compared with reports appearing in well edited newspapers throughout the country.

When the student who has had this training enters the newspaper office, he has learned the rudiments of the business. Many things he has already acquired. He approaches his work, as reporter, with a clear conception of what he is to do and how he is to do it. The newspaper begins where the college leaves off. The "cub" is thrown upon his own resources, but is spared the usual vexations of the beginner. In short, *he has been trained for journalism.*



LISTENING TO THE INSTRUCTOR'S CRITICISM.

CONTRIBUTION OF THE CITY

A city is often an illuminating education of itself, in keeping minds alert and eyes open. Its ever changing panorama is crowded with human interest, awaiting the man with the wandering eye of inquiry. Here are the currents of public opinion, the daily adventure of humanity and the significant movement of the times—ready to be studied and analyzed. The life of the campus is thus made more vital and significant.

Columbus, in particular, is well favored as a place for practical training in journalism. It has a population of some 180,000 people, is the capital of the State, and the common center for numerous conventions, meetings and organizations, which bring in many prominent men and women from all quarters. Opportunities for first-hand investigation of important news events and for interviewing interesting people are numerous. Students in journalism are given "live" assignments to "cover,"—addresses, exhibitions, conventions, state institutions, municipal offices and the like. Some are assigned to explore in neglected by-ways. The news-sense is quickened by this personal contact. The special bent of each student is studied and developed by proper assignments. Young women students are given the same training as the men, and are not restricted to society reporting. Effort is constantly made to spur on individuality, to awaken latent instincts, and to broaden the sympathies of the students, especially in their attitude toward people of diverse social ranks. The work is humanizing.

During the year newspaper men from the downtown city papers and elsewhere are invited to address the students in journalism. The informal shop-talks by men in active service have proved interesting and profitable. In the spring two or three days are given over to the meeting of the Ohio College Press Association, where distinguished newspaper editors are invited to speak.

VALUE OF COLLEGE TRAINING

The day of slipshod journalism is past, along with the reporter of meagre education and limited outlook. Many modern newspaper offices now admit no applicant to their staffs without proof of college training. Journalism is attracting the intelligent men and women of the colleges and is offering an increasing wage for their services. Newspaper-making is no longer a trade that exacts relatively little on the part of the men who do its work, but a profession with growing requirements and responsibilities. Good positions await the man or woman thoroughly versed in the methods of newspapers and skilled in effective expression.

THE SCOPE OF STUDY

To the query often made relative to the content of courses adapted to students preparing for journalism, the University answers that news-gathering and news-writing are but specialized means to higher ends. "There are too many bright young men who can write an article," remarks Henry Watterson of the *Louisville Courier-Journal*, "and too few possessing a sufficiently broad education to fit them for higher positions and larger usefulness."

The University recognizes that its chief business is to give a broad foundation rather than a narrow technical professional training. While in each year's work practical newspaper courses are required, a liberal complement of other studies is also required. The modern newspaper man needs an acquaintance with the languages, psychology, ethics, philosophy, economics and sociology, American and European history, and the methods of science—in fact, he needs an intelligent understanding of the world in which he lives. The wider his range of sympathies and the richer his store of knowledge, the better his preparation for newspaper work and for right living.

**EDUCATION
FOR EFFICIENCY**

It is believed that the liberal education afforded by a full course in journalism will prove valuable in other fields aside from journalistic pursuits. Even if a young man does not go into the newspaper business or profession, his training has given him a certain alertness and breadth of scholarship, and his style has acquired a certain directness and accuracy that make for efficiency. As a matter of fact, many former students of courses at the University have gone into law, some into teaching, a few of the more literary have written articles for the magazines. It is gratifying to know, however, that a goodly number of students are now employed as reporters and editors on newspapers of recognized standing. A few of the men are at the head of their own newspapers and are doing good work in the service of the country press.

**OF INTEREST
TO BEGINNERS**

Students entering the University as freshmen are expected to complete English 101-104 (Paragraph Writing) before entering the professional journalism courses, at the same time giving attention to specified work in other departments. The introductory course in journalism is designed to teach the student how to write a readable news story in firm, vigorous fashion, rather than to afford him a wide training in gathering news. He is not sent out on assignments until the instructor is sure he knows what to do with the facts when they have been secured. When this has been accomplished, drill is given in reporting simple events that require no great effort or resourcefulness. The latter part of the course is concerned with the more complex forms of interviewing and free-lance "digging" for news. Frequent class-room applications are made to the principles discussed in the text-book. Every department of newspaper organization is discussed.

COURSES IN JOURNALISM

101. Paragraph-Writing: Description and Narration. Two credit hours. First semester. All instructors in English.

104. Paragraph-Writing: Exposition and Argumentation. Two credit hours. Second semester. All instructors in English.

113. News-Collecting and News-Writing. Two credit hours. First semester. Prerequisite, English 101-104. Assistant Professor HARRINGTON.

Attention given to vocabulary and style, with drill in the gathering of news through exercises and assignments. The work of the reporter will be considered in connection with a discussion of the organization of the newspaper. Students will be sent to cover actual stories throughout the city. Newspaper men will address the class. Text-book, Harrington and Frankenberg's *Essentials in Journalism*.

114. Newspaper Correspondence. Two credit hours. Second semester. Prerequisite, English 113. Assistant Professor HARRINGTON. A continuation of Course 113 with the addition of newspaper correspondence and feature writing.

115. Newspaper Practise. Three credit hours. First semester. Prerequisite, English 113-114. Assistant Professor HARRINGTON.

An advanced course intended for students who are doing work on the university or city papers. These students will be given various assignments. Practise in the writing of headlines, editing of newspaper copy, making-up and reading of proof will be included in the course. Weekly consultation with the instructor.

116. Newspaper Practise. Three credit hours. Second semester. Prerequisite, English 113-114-115. Assistant Professor HARRINGTON. A continuation of course 115 with the addition of work in the writing and display of advertising matter.

117. Editorial Work. Two credit hours. First semester. Prerequisite, English 113-114-115-116. Assistant Professor HARRINGTON.

The planning and writing of magazine and trade-journal articles will be treated in this course, as well as the special problems of technical journalism.

118. Newspaper Problems. Two credit hours. Second semester. Prerequisite, English 117. Assistant Professor HARRINGTON.

The evolution of the newspaper will be treated in some detail, and attention will be given to a comparative study of the newspapers of to-day and to the discussion of newspaper problems, including the work of the country editor.



Note—Upper classmen who have completed English 113-114 to the satisfaction of the instructor are given the option of choosing between courses 115-116, and 117-118. The first is a more technical course in which much practise is given in newspaper making, while the second enters into the discussion of newspaper problems and policies, with special investigations made by students in the course, supplemented by lectures. In some instances seniors are given the privilege of taking both advanced courses in the same year, although only with the permission of the instructor.

THE FOUR YEAR COURSE

Degree: Bachelor of Arts

ADMISSION. In order to enter upon the course in journalism leading to the degree in arts, applicants must first secure admission to the College of Arts, Philosophy and Science. A large number of high-schools in Ohio and other states are "accredited" or "recognized" by the University as affording adequate preparation. Graduates of these high-schools are admitted on certificate. For full information address W. E. Mann, University Editor, Columbus, Ohio, asking for the bulletin on Entrance Information.

Recommendations for the Freshman Year

PARAGRAPH-WRITING (English 101-104); A SURVEY OF ENGLISH AND AMERICAN LITERATURE (English 131-134). ONE FOREIGN LANGUAGE (German, French, Spanish, Latin or Greek); POLITICAL HISTORY OF THE UNITED STATES (American History 101-102); CHEMISTRY OR PHYSICS (the one not already studied for a full year in the high-school. The requirement is waived for those who have had a year of each). Total: 15 or 16 hours.

Recommendations for the Sophomore Year

NEWS-COLLECTING, NEWS-WRITING, AND CORRESPONDENCE (English 113-114); DESCRIPTIVE NARRATIVE, AND EXPOSITORY WRITING (English 107-108); NINETEENTH CENTURY ESSAYISTS (English 137-138); ECONOMICS (135-136); or the PRINCIPLES OF SOCIOLOGY (Sociology 101-102); ONE FOREIGN LANGUAGE (Not required of those credited, on admission, with six high-school years of language other than English); PHYSIOLOGY, BOTANY, or ZOOLOGY (Not required of those credited, on admission, with one full year of Botany or Zoology in the high-school); GENERAL PSYCHOLOGY. Total: 15 or 16 hours.

Recommendations for the Junior Year

NEWSPAPER PRACTISE (English 115-116); THE SHORT STORY AND VERSE-WRITING (English 157-158); ENGLISH WORDS AND THE HISTORY OF ENGLISH (127-128); ENGLISH HISTORY (European History 103-104); CONSTITUTIONAL GOVERNMENT (Political Science 101-102); COURSES IN ECONOMICS AND SOCIOLOGY; POLITICAL PARTIES IN THE UNITED STATES (American History 109-110). In lieu of any of the above courses, excepting the first, other subjects may be substituted, after consultation, or subjects not taken in the lists recommended for preceding years. Total: 15 or 16 hours.

Recommendations for the Senior Year

EDITORIAL WORK AND NEWSPAPER PROBLEMS (English 117-118); THE NOVEL (English 155-156); DRAMATIC CRITICISM (English 167-168, 169-170); COURSES IN ECONOMICS AND SOCIOLOGY; AMERICAN DIPLOMATIC HISTORY (American History 113-114); EUROPE IN THE NINETEENTH CENTURY (European History 111-112); MUNICIPAL GOVERNMENT (Political Science 106). In lieu of any of the above courses, excepting the first, other subjects may be substituted, after consultation, or subjects not taken in the list recommended for preceding years.

The subjects recommended above are described (under the name and number given in parenthesis) in the Bulletin of the College of Arts, Philosophy and Science, which may be obtained by addressing the University Editor.

Letters of inquiry relative to the work in journalism are welcomed by Mr. Harrington. Personal interviews may be arranged at his office in the English Building. An added interest is taken in students who come from country newspaper offices to take advantage of facilities offered by the University.

ABOUT SPECIAL WORK

Students who desire to pursue special lines of work and do not desire to become candidates for a degree, will be admitted on the following conditions:

1. The regular entrance requirements must be satisfied.
2. But applicants who are not less than twenty-one years of age, after obtaining credit for the common English branches and for such other subjects as may be necessary to qualify them for the classes that they wish to enter, may, on the presentation of satisfactory reasons, be admitted to any class in college; provided, that if any student who has been admitted on these conditions afterwards becomes a candidate for a degree, he shall pass the omitted entrance examinations at least twelve months before the degree is conferred.
3. Before entering the college, students desiring to pursue special work are required to lay before the Executive Committee, for approval or modification, a written statement of the end they have in view, the studies proposed for the attainment of that end, and the probable period of attendance. Such students will be held as strictly to their accepted schemes of work as are the regular undergraduates to the course of study.
4. Permission to enter as a special undergraduate will be refused to all who fail to give satisfactory evidence of definiteness of purpose, and will be withdrawn whenever the conditions on which it was granted cease to exist.





Ohio State Univ

The Ohio State University Bulletin is published at least twenty times during the year as follows: Monthly in July, August, September and June, and bi-weekly in October, November, December, January, February, March, April and May.